DOCUMENT RESUME

ED 375 284 CE 067 438

TITLE	Career Passport Implementation Handbook. Revised.
INSTITUTION	Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE	94
NOTE	51p.; For the Career Passport leader's guide and student workbook, see ED 326 760-761.
AVAILABLE FROM	Vocational Instructional Materials Laboratory, Ohio State University, 1900 Kenny Road, Columbus, OH 43210-1090 (order no. CAPA-HB: $4.75; quantity discounts available).
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Adult Education; Career Planning; Credentials; Models; *Portfolios (Background Materials); Program Implementation; Records (Forms); Secondary Education; *Statewide Planning; *Student Certification; *Vocational Education; Worksheets
IDENTIFIERS	*Career Passports; *Ohio

ABSTRACT

This guide explains the benefits and use of Ohio's career passport, which is designed to serve as a standard statewide vocational credential that represents individuals as completers of secondary or adult vocational programs and that is transferable across the state regardless of where a vocational completer received training. Discussed in section 1 are the following: what a career passport is and why it is essential; benefits of a model career passport; and benefits of career passports to students, employers, schools, and communities. The second section, which is devoted to coordination of career passport activities, covers the following topics: the roles of career passport coordinators and ambassadors, filing systems, recommended timelines, and marketing. Explained in section 3 are the following career passport components: school administrator letter; personal data; competency list; grade records; credentials, certificates, and diploma; and formatting components. Appendixes constituting approximately 50% of this document include samples of the following: brochure, administrator letters, worksheets for the personal data component, personal data component, competency lists, and formatted components. Also included is a glossary. (MN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 375 284

Career Passport

Implementation Handbook

Revised 1994

Vocational Education

CE067438

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

L Davis

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

Copyright 1994. All rights reserved. Vocational Instructional Materials Laboratory, The Ohio State University.

BEST COPY AVAILABLE

TABLE OF CONTENTS

Introduction 1

The Career Passport 3

- What is the Career Passport? 3
- Why is the Career Passport Essential? 3
- What are the Benefits of a Model Career Passport? 4
- Who Benefits from the Career Passport? 4

Coordination of Career Passport Activities 5

- Career Passport Coordinator 5
- Career Passport Ambassador 5
- Filing System 5
- Recommended Time Line 6
- Marketing 7

Career Passport Components 9

- School Administrator Letter 10
- Personal Data 11
- Competency List 12
- Grade Records 13
- Credentials, Certificates, and Diploma 13
- Formatting Components 13

Appendix A 15

Appendix B 19

Appendix C 23

Appendix D 31

Appendix E 35

Appendix F 41

Glossary 49

Acknowledgments 51

INTRODUCTION

The mission of the Division of Vocational and Career Education is to prepare youths and adults to make informed career choices and to successfully enter, compete, and advance in a changing work world. To help achieve this mission, the action plan *Ohio's Future at Work* was developed in cooperation with business and industry, government, and education representatives.

Imperative four of *Ohio's Future at Work* addresses the need to focus on lifelong individual needs. The goal of this imperative states "Recognizing diverse student capacities, strengths, achievement levels, career interests, and program readiness, each student entering the ninth grade or a postsecondary vocational program will have an individual career plan that culminates in receiving a career passport, which enables the student to both work in a technological world and to pursue lifelong learning."

An objective of the preceding goal provides the basis for developing the Career Passport: "Each completer of a vocational program will have an individual career passport that enables him or her to pursue work and/or lifelong learning and that includes items such as documentation of work and/or community experiences; student profile establishing performance or competency levels; student achievement levels; leadership experiences; attendance records; an outline of continuing education needs; and career credentialing." The purpose of the individual Career Passport is twofold: to help employers match up applicants and job openings, and to assist vocational program completers with their job-seeking skills for successful employment.

To help achieve this objective, a cross-functional team of individuals from the Division of Vocational and Career Education developed a model Career Passport in 1990–91. Six sites throughout Ohio were chosen to pilot the Career Passport with selected secondary and postsecondary vocational programs. The pilot sites involved approximately 500 students and adults in the winter and spring of 1992. Survey instruments were completed by students, employers, teachers, and school administrators.

This user handbook represents the combined efforts of the six pilot site coordinators and the 1991–92 state job placement task force. It is intended to assist educators with the implementation of the Career Passport for all secondary and postsecondary completers of vocational education programs in Ohio.

I hope you will find this handbook useful in implementing the Career Passport at the local level for secondary and adult full-time vocational completers.

Darrell L. Parks, Director
Division of Vocational and Career Education
Ohio Department of Education

THE CAREER PASSPORT

What is the Career Passport?

The Career Passport is a portfolio containing formal documents that identify and describe the marketable skills of the vocational completer. It is designed to assist students in making the transition from school to work, job seeking, and career planning by presenting skills and knowledge acquired through nonwork and work experiences. It indicates what a vocational completer can do, not just what he or she has been taught.

The Career Passport addresses the need to identify and document the employability, occupational, and academic skills of vocational completers. For students, it provides a means of identifying personal skills, and a means of marketing those skills to potential employers. For employers, Career Passport provides a detailed and reliable source of information about vocational completers' abilities, enabling them to better match applicants to job openings.

The Career Passport—

- Serves as a credential of a student's marketable skills
- Is granted only to secondary and postsecondary full-time completers of Ohio's vocational education programs
- Has a standardized cover for easy recognition by employers statewide
- Includes individual attendance records
- Identifies the competencies achieved by the student
- Contains a school endorsement of the competencies achieved by the student
- Contains the student's continuing-education plans
- Includes the student's grade records
- Contains the student's credentials, certificate of completion, and diploma

The Passport portfolio has four vinyl inserts and a full-sized pocket in the inside front cover for inserting the Passport components. A half-sized pocket on the inside back cover may be used to hold extra copies of certain components and/or a computer disk.

Why is the Career Passport Essential?

The Career Passport addresses the need for Ohio's vocational schools to increase accountability to both students and employers:

- It responds to an expressed need from Ohio's employers for an effective, standardized, easily recognized credentialing tool to aid them in identifying, qualifying, and evaluating prospective employees in a cost-effective manner.
- It maximizes the chances of successfully matching jobs to applicants.
- It assists students in making the transition from school to work in today's highly competitive global marketplace.
- It positions Ohio's vocational completers appropriately for voluntary national standards.

What are the Benefits of a Model Career Passport?

A state model Career Passport provides the consistency and standardization that is needed for easy recognition by business and industry. It will maintain a level of quality which is important to employers. Instant recognition without confusion on the part of business and industry are important considerations for all school districts using the state model Career Passport. The state model Career Passport is a standard, statewide vocational credential that represents the individual as a vocational completer, and is transferable across the state regardless of where the training took place.

Who Benefits from the Career Passport?

Many individuals do not recognize that their experiences have given them marketable skills. By providing the means for identifying those skills, the Career Passport provides benefits not only to students, but also to employers, schools, and the community.

Students

- Increased self-awareness and self-esteem through self-evaluation
- Increased awareness of the responsibility for one's own career planning
- Increased recognition of marketable skills
- Better understanding of the job-seeking process
- Improved self-marketing to business and industry
- Increased confidence in interviewing with employers
- Increased chances for successful employment

Employers

- Detailed and consistent information source
- Improved communication with potential employees during interviews
- Lower turnover and higher productivity rates due to better match-up between applicants and jobs
- More meaningful assessment of the employment-related value of a wide range of experiences

School

- Increased communication between students and their teachers and counselors
- Improved reputation and relationship with employers and community resulting from increased accountability

Community

- Opportunity for schools, business and industry, and other organizations to work together to help students negotiate the school-to-work transition
- Increased communication between young people and adults
- Better-prepared workers for the future workplace
- More productive citizens

COORDINATION OF CAREER PASSPORT ACTIVITIES

Career Passport Coordinator

Each school district should assign an individual as Career Passport coordinator. The Career Passport coordinator is responsible for coordinating the activities involved in planning, starting up, documenting, and assembling Career Passports. These activities include maintaining a filing system, organizing marketing and inservice activities, and assembling and distributing the completed Career Passports. This individual may be a job placement coordinator, career education coordinator, guidance counselor, instructional supervisor, education director, or principal.

The coordinator may choose to perform these tasks or to delegate responsibilities to others (e.g., guidance counselors, vocational instructors, vocational supervisors, academic instructors, job placement coordinators, principals, vocational directors) according to staff availability. The coordinator is ultimately responsible for the assembly, maintenance, and distribution of the Career Passports.

Career Passport Ambassador

Each VEPD should assign an individual as Career Passport ambassador. The Career Passport ambassador is responsible for coordinating marketing and public relations activities for Career Passport. This individual works with schools and Career Passport coordinators, and may be a Career Passport coordinator as well. The ambassador's responsibilities include—

- Developing a local marketing plan
- Networking with internal and external audiences
- Assisting in developing Career Passports
- Training other school personnel
- Speaking to various community and business groups
- Utilizing state supervisory staff
- Teaching students how to use the Career Passport
- Working with other ambassadors and school personnel
- Sharing mailings and information throughout the VEPD
- Promoting the Career Passport filing system

Filing System

Each school district should develop a filing system to be utilized by the Career Passport coordinator to store each student's Passport items until the Passports are assembled and distributed. Each file should include a checklist (possibly on the front of the file) which indicates the Career Passport components, the date specific items are required, the individual responsible for each specific item, and which items have been completed and included. The file may also include a copy of the Passport for future reference.

Files of students who withdraw from the vocational program during the school year should be maintained for a minimum of one year. This will assist districts in instances when students return to the vocational program. Consider the establishment of a program whereby vocational completers may return to the school's facilities to update their personal data section and competency list.

Recommended Time Line

The following outline is a suggested time line for coordinating general Career Passport activities.

August–October

- Perform inservice for staff, students, and parents.
- Perform marketing activities.

November–December

- Perform marketing activities.

January

- Meet with teachers who will participate in the Career Passport project.
- Share the Career Passport handbook.
- Discuss the time lines in detail.
- Clarify responsibilities.
- Decide on procedures for early-placement participants.
- Perform inservice for employers.
- Perform marketing activities.

February

- Perform inservice for employers.
- Perform marketing activities.

March

- Receive input from teachers that are participating in the Career Passport project.
- Finalize time lines for vocational completers.
- Discuss process, if needed, for late or off-cycle graduates.
- Perform inservice for employers.
- Perform marketing activities.

April

- Perform inservice for employers.
- Perform marketing activities.

May–June

- Assemble Career Passports.
- Distribute Career Passports to completers.
- Mail any Career Passport items not available before graduation to completers.
- Perform inservice for employers.
- Perform marketing activities.

Marketing

Marketing Goals

In order for the Career Passport to succeed, it must be successfully marketed to employers, parents, school faculty and staff, students, and board of education members. Marketing goals for the Career Passport include—

- Strengthening the linkage among vocational education, business, industry, and the community
- Developing all vocational students' awareness of their occupational, academic, and employability skills
- Educating vocational education instructors about the importance and applicability of the Career Passport
- Making business, industry, and the community aware that vocational education is a worthwhile educational alternative
- Increasing enrollment in vocational education and promoting related placement for vocational completers

To accomplish those goals, the following marketing messages must be sent:

- Vocational education develops skilled, productive employees for business and industry.
- Vocational education seeks to create cooperative linkages and partnerships with business and industry.
- The Career Passport is a valuable school-to-work transition tool for completers of secondary or postsecondary vocational education programs.
- The Career Passport is an integral part of the vocational education curriculum.
- The Career Passport facilitates the job placement process.

Inservice as a Marketing Strategy

One of the most crucial marketing strategies is inservice with staff, students, parents, and employers. It is especially imperative that teachers are inserviced at the earliest convenient time.

In order to properly plan and implement inservice activities, a Career Passport coordinator should already be selected and a task force should be formed. The following suggestions are presented to assist school districts in educating staff, students, and others about the Career Passport.

Staff

- Require all faculty, including guidance counselors, to attend a competency-based inservice on the Career Passport. Share an example of the Career Passport and provide an overview and purpose. Receive input from faculty.
- Select vocational completer participants to share their ideas.
- Gain superintendent and board of education support for the Career Passport. This support is critical to successful implementation.
- Utilize department chairperson meetings to solicit and secure volunteers to assist with the completion of the Career Passport.
- Share plans on how students, parents, and the community will be informed about the Career Passport.

Students

- Discuss how the Career Passport will benefit each student.
- Discuss how the Career Passport is a "living document"—a dynamic tool that can be updated and remain useful in the future.
- Discuss the benefits of directing one's own career path.
- Discuss the Career Passport components.
- Discuss the time lines and student expectations.

Parents

- Discuss how the Career Passport will benefit students.
- Discuss the components of the Career Passport.

Employers

- Meet with advisory committees.
- Share how the Career Passport will benefit the employer.
- Discuss the Career Passport components.

Other Marketing Strategies

In addition to inservice, other marketing strategies may be utilized to target specific audiences on an ongoing basis throughout the school year. Here are some suggestions.

Strategy	Target Audience
Develop a promotional packet for employers. (See sample brochure in Appendix A.)	Employers
Develop a school-based speaker's bureau to promote the Career Passport within community organizations.	Community
Make personal contacts with area employers advertising the Career Passport and follow up with a telephone call or visit.	Employers
Highlight the Career Passport advantages and testimonials in school publications and correspondence.	Employers, School
Encourage school administrators to establish a networking system in the school system that permits open lines of communication for the various Career Passport activities.	School
Create a promotional display to be utilized at businesses, schools, and community events.	Community, Employers, School
Develop a media promotional plan (including strategies such as newspaper articles; tabloid inserts in newspapers; radio and/or TV interviews with employers, students, and staff; and in-school closed-circuit television programs).	Community, Employers, School
Institute competitive Career Passport activities within various vocational student organizations.	School
Incorporate a Career Passport component within the recruitment process.	School

CAREER PASSPORT COMPONENTS

The Career Passport comprises five major components that are placed in the portfolio inserts in the following order:

- School administrator letter (inside front cover)
- Personal data
- Competency list
- Grade records
- Credentials, certificates, and diploma

This section will examine the details of each component: purpose, individuals responsible, essential and optional items, suggestions, and deadline for submission to the Career Passport coordinator or other designated person. These details represent recommendations based on results from the pilot site programs.

In order to make the Career Passport as complete as possible prior to graduation, items should be submitted continually throughout the year. If an item cannot be submitted before graduation (for instance, the diploma), it can be distributed by mail to the completer to include later. In such cases, an insert in the portfolio should be reserved for the item containing the notice "Insert copy of [item] here."

Important note: The ink on photocopied materials will adhere to the vinyl inserts of the Passport. Therefore, it is highly recommended that the school administrator letter, personal data component, and competency list be printed on a laser printer.

School Administrator Letter

The school administrator letter is a cover letter addressed to a generic prospective employer that introduces and explains the purpose of the Career Passport. It provides the school's endorsement of the student's competency list and is signed by the appropriate school administrator.

Produced by:

School administrator

Essential:

- School endorsement of the competency list
- Name of the student
- Name of the student's vocational program
- Signature of the district superintendent, director, principal, or board president, according to local area needs

Optional:

- Signature(s) of the student's vocational program instructor(s)
- School guarantee
- Statement indicating availability of the entire competency list
- Time period that school district personnel are willing to verify to employers the information in the Career Passport

Important Points:

- Use school letterhead.
- Use a laser-quality printer.

Suggested Deadline:

30 days prior to graduation

Appendix B contains sample letters.

Personal Data

The personal data component comprises much of the information found on a typical résumé—such as personal information, work and volunteer experience—along with special additions like school attendance records and continuing-education plans. The use of a résumé format is highly recommended.

Produced by:

Students should develop this section on their own in a computer laboratory or library using a word-processing program under the guidance of the placement coordinator, assigned instructor, or guidance counselor. Keyboarding should be completed by the student, a secretarial class, or the school's secretarial staff.

Essential:

- Personal information (e.g., name, address, phone number)
- Education history and achievements
- Employment history
- Community experiences (e.g., volunteer experience)
- Other activities, awards, or achievements
- Continuing-education goals
- Attendance records

If a student does not have any information to record in one of these sections, that section should be omitted. For example, if a student does not have any community experiences, this section should not appear on the individual's personal data section.

Important Points:

- Use a laser-quality printer.
- Limit to two pages or less if possible.
- Provide home, school, and/or work telephone numbers.
- Include *all* employment history, whether or not it is related to the field of study.
- Include organized and/or individual volunteer experiences in the community experience section.
- List all special skills, languages, and courses.
- List any continuing-education plans as specifically as possible.
- Recognize personal responsibility for the quality of the personal data component.

Suggestions:

- Include extra copies of this component in the inside back cover's half pocket for distributing to employers during interviews.
- Store this section on a computer disk in the inside back cover's half pocket for easy updating.

Suggested Deadline:

20 days prior to graduation

Appendix C contains worksheets for compiling personal data. Appendix D contains a sample of a completed personal data component.

Competency List

This component lists competencies achieved by the student. Students decide when they are ready to be observed by the vocational instructor, who identifies which competencies they have achieved. Only the competencies that the individual has achieved should be listed. A competency is not considered achieved until all of its competency builders have been mastered by the student and verified by the instructor. This section should be as brief as possible—ideally no longer than two pages.

Produced by:

Instructor

Essential:

Each page of this component should include

- Name of the student
- Name of the school
- Name of the instructional program
- Competencies achieved by the student
- Date competencies are printed
- Page number

Optional:

Individual students with an IEP may list competency builders if it will benefit them.

Important Points:

- Rating scales or modifiers should *not* be included for competencies or competency builders.
- The pages of the competency list should be as nonchangeable as possible to ensure validity (e.g., use landscape print, utilize an embossed seal).
- All competency builders of any competency must be achieved prior to listing the competency in this section.
- Ohio Competency Analysis Profile (OCAP) software is available from the Vocational Instructional Materials Laboratory. This computer database will enable instructors to document competency achievement and print individual student competency lists (see inside back cover for more information).
- Categorizing and prioritizing competencies in a job-based format is most useful to employers. Suggested examples of competency categories for grouping purposes are Technical Skills, Safety Skills, Teamwork and Communication Skills, and Employability and Reliability Skills.
- Place occupationally specific competencies at the top of the competency list.

Suggested Deadline:

15 days prior to graduation

Appendix E contains sample competency lists.

Grade Records

A record of the individual's grades—in the form of an official transcript or portion of a transcript—is a crucial component of the Career Passport. If a student's transcript is not available before graduation, a grade slip listing the student's grades for all high school courses taken while enrolled in the vocational program should be included in the Passport until the transcript is available. Include a note at the bottom of the grade slip, indicating that a complete transcript will be inserted in place of the grade slip when available.

Produced by:

Home school, central office, guidance counselor, etc., according to district procedure

Suggested Deadline:

As available

Credentials, Certificates, and Diploma

If any of these items are not available before graduation, they can be distributed by mail to the completer to include later. In such cases, an insert in the portfolio should be reserved for each item, containing the notice "Insert copy of [item] here."

Produced by:

Student, instructor, supervisor, or director (depending on item)

Suggested Deadline:

As available

Formatting Components

Using the same style to format the school administrator letter, the personal data, and the competency list can enhance the professional image of the Career Passport. For schools and students who have this capability, Appendix F presents a sample of these components produced with the same format.

APPENDIX A

Sample Brochure

VOCATIONAL EDUCATION WORKS!

Ohio's vocational educational job-placement rate has increased steadily over the past few years. Currently at about 94 percent, this compares to Ohio's overall civilian employment rate of 84.5 percent for youths age 16 to 19.

Ohio's vocational programs have been recognized nationwide for their excellence.

The Montgomery County Joint Vocational School District provides youth and adults with the knowledge and skills required for employment and advancement, and the companion abilities necessary to assume a positive and productive role in society.

The Montgomery County Joint Vocational School District has dedicated itself to providing equal educational opportunities to all people regardless of race, color, national origin, sex or handicap.

MONTGOMERY COUNTY
JOINT VOCATIONAL SCHOOL

6800 Hoke Road, Clayton, Ohio 45315
(513) 836-7781

Do you want to minimize hiring mistakes?

CAREER PASSPORT:

THE COMMUNICATION LINK BETWEEN SCHOOL AND THE WORKPLACE

WHAT IS A CAREER PASSPORT?

The Career Passport is a portfolio which each vocational student will prepare for graduation. It is based on assessments of the student's occupational skills and achievements acquired in the vocational training.

WHAT IS THE PURPOSE OF THE CAREER PASSPORT?

The Passport is intended to help employers evaluate a person's capacity to perform the job. It will also assist both students and adults in planning continuing education.

WHAT IS INCLUDED IN THE PASSPORT?

Employers statewide were instrumental in its development. A student profile or resume listing education and training, work/community experience and continuing educational goals makes up the first section. The outstanding component of the Passport is the skill assessment. For each occupational area, industry practitioners were selected to identify specific competencies needed to enter and remain in a given occupational area. From these competencies, curricula and tests were developed to ensure that vocational educational graduates have the qualifications needed to succeed. Each student's skill assessment section of the Passport lists those competencies he/she has proven to possess as a result of his/her competency-based curriculum and testing.

HOW WILL THE PASSPORT BE USED?

Upon completion of the vocational program and with the assistance of the instructor, each vocational graduate will have prepared a Career Passport which will be used when applying for a job. This file is made available to you as a prospective employer to learn more about the applicant's skills in order to make smarter hiring decisions. With your active support and use, Career Passport will succeed and this joint business and education initiative can enable you to exercise a direct and appropriate influence on the training of today's and tomorrow's workforce.

For further information contact:

Job Placement Office
Montgomery Co. JVS
6800 Hoke Road
Clayton, OH 45315
(513) 837-7781, x292

APPENDIX B

Sample Administrator Letters

Pickaway-Ross County Joint Vocational School District
895 Crouse Chapel Road
Chillicothe, OH 45601

May 27, 1992

Dear Employer:

The instructional staff at Pickaway-Ross Vocational Center appreciates your consideration for employment of the individual presenting this Career Passport. Only completers of one of our programs of vocational education have such a document. We trust that you will find this individual to be trained in the skills/ competencies indicated in the Ohio's Competency Analysis Profile (OCAP) section. We attest to the accuracy of the information contained in the document as of the date of communication.

Our mission is to provide individuals with a comprehensive education including applied academics and employability skills in a chosen occupational area.

We invite you to visit our vocational programs and observe our commitment to excellence in education. Again, thank you for your continued interest in and support of our vocational program completers.

We trust you will deem this individual qualified to perform a job commensurate with the information contained within this Career Passport.

Sincerely,

Kimberly Litter, Instructor
Clerical Services Program

Lewis Bachtal Jr., Director
Secondary Education

Nadine Bielich, Supervisor
Business Technologies

Jack E. Derr, Superintendent

MONTGOMERY COUNTY
JOINT VOCATIONAL SCHOOL DISTRICT

6800 Hoke Road
Clayton, Ohio 45315
(513) 837-7781

Dale Baughman Ph.D
Superintendent

Joy Nagel
Treasurer

Norman McMahan
Personnel Director

William Hinshaw
Business Manager

March 13, 1992

Dear Employer:

Just as your company's reputation and ultimate success are built on the quality of the products and services provided to your customers, ours depends on the excellence of our programs and the on-the-job performance of our graduates. And just as highly reputable companies stand behind their products, we have so much confidence in the quality of our competency-based educational programs and the abilities of our graduates that we are willing to be accountable to the employers we serve. We therefore make the following pledge to you:

This Montgomery County Joint Vocational School graduate shall be able to perform satisfactorily in the competency areas certified in this Passport. If at any time within two years of completion of the program, the individual is deemed by you incapable of performing the competency indicated, the individual may return to the Montgomery County Joint Vocational School without charge to receive additional education/training in an available program until such specific competency is met.

Thank you for your interest in and support of the Montgomery County JVS. We invite you to visit our programs and observe our commitment to excellence in education. We would be pleased to have you as our guest.

Sincerely,

Dale Baughman

Dale Baughman
Superintendent

DB/sg

The Montgomery County Joint Vocational School provides youth and adults with the knowledge and the skills required for employment and advancement, as well as the companion abilities necessary to assume a positive and productive role in society.

APPENDIX C

Worksheets for Personal Data Component

PERSONAL DATA

Name _____
Last First Middle

Address _____
Number Street Apartment

_____
City State Zip Code

Telephone ( ) _____ Social Security Number _____

EDUCATION HISTORY AND ACHIEVEMENTS

School at Which Vocational Preparation was Received:

School _____

Dates _____ to _____

Address _____
Street City State Zip Code

Attendance

Secondary: Grade 11— _____ out of _____ days
Special Circumstances _____
_____

Grade 12— _____ out of _____ days
Special Circumstances _____
_____

Postsecondary: Attended _____ out of _____ classes
Special Circumstances _____
_____

Certificate _____ Date _____
Month/Year

Diploma _____ Date _____
Month/Year

Program of Study _____

Business/Industry Credentials _____

Activities/Awards/Offices Held/Special Achievements _____

_____

_____

EMPLOYMENT HISTORY

- Dates _____ to _____
  Month/Year Month/Year

  Job _____

  Employer _____

  Employer Telephone Number ( ) _____

  Employer Address _____
  Number Street

  _____
  City State Zip Code

  Description/Responsibilities _____

  _____

  Part-time or Full-time _____

- Dates _____ to _____
  Month/Year Month/Year

  Job _____

  Employer _____

  Employer Telephone Number ( ) _____

  Employer Address _____
  Number Street

  _____
  City State Zip Code

  Description/Responsibilities _____

  _____

  Part-time or Full-time _____

COMMUNITY EXPERIENCES

- Dates _____ to _____

  Job _____

  Organization _____

  Organization Telephone Number ( ) _____

  Organization Address _____
  Number Street

  _____
  City State Zip Code

  Description/Responsibilities _____

  _____

  Hours Donated _____

- Dates _____ to _____

  Job _____

  Organization _____

  Organization Telephone Number ( ) _____

  Organization Address _____
  Number Street

  _____
  City State Zip Code

  Description/Responsibilities _____

  _____

  Hours Donated _____

OTHER ACTIVITIES/AWARDS/ACHIEVEMENTS

CONTINUING-EDUCATION GOALS

- Continuing-Education Goal _____

  Specific Description of Continuing-Education Plans _____

  _____

  _____

  Target Date to Begin _____ Target Date for Completion _____

- Continuing-Education Goal _____

  Specific Description of Continuing-Education Plans _____

  _____

  _____

  Target Date to Begin _____ Target Date for Completion _____

- Continuing-Education Goal _____

  Specific Description of Continuing-Education Plans _____

  _____

  _____

  Target Date to Begin _____ Target Date for Completion _____

- Continuing-Education Goal _____

  Specific Description of Continuing-Education Plans _____

  _____

  _____

  Target Date to Begin _____ Target Date for Completion _____

APPENDIX D

Sample Personal Data Component

PERSONAL DATA

Courtney C. Davis
3059 Chapel Road
Laurelville, OH 43135
Telephone: 555-2411 Social Security Number: 555-22-9999

EDUCATION

Pickaway-Ross Vocational Center, 895 Crouse Chapel Road, Chillicothe, OH 45601; Clerical Services Program; Certificate of Completion, May 27, 1992. Instructors: Mrs. Betty Ward, Mrs. Kim Litter.

Zane Trace High School, 946 State Route 180, Chillicothe, OH 45601. Diploma: June 2, 1992.

EMPLOYMENT HISTORY

April, 1992 to Present

Pickaway-Ross JVSD, Treasurer, 895 Crouse Chapel Road, Chillicothe, OH 45601. Office Clerk; Part-time. Supervisor: Mrs. Mary McWhorter.

August, 1991 to April, 1992

Hills Department Store, 985 N. Bridge Street, Chillicothe, OH 45601. Men's Department; Part-time. Supervisor: Cynthia Reed.

ACTIVITIES

Business Professionals of America, Member, 1990-1992.

Business Professionals of America, Clerical Services Club, Treasurer, 1991-1992.

AWARDS & SPECIAL RECOGNITIONS

Business Professionals of America, Student of the Month, Clerical Services Club, September, 1991.

Executive Award, Business Professionals of America, April, 1991.

Academic Award for Outstanding Achievement in Science, Zane Trace High School, April, 1990.

COMMUNITY SERVICE

Heartland of Chillicothe, 1058 Columbus Street, Chillicothe, OH 45601. Volunteer and Friendship Therapist; Duties: Help write and read letters for patients. March, 1989 to Present. Hours Donated: 200

CONTINUING EDUCATION GOALS

To attend classes at Columbus State Community College in Business Technology. Plans: I will apply for grants and/or student loans while working part-time and living at home.

Target Beginning Date: Fall, 1992

OTHER INFORMATION

Days Absent—Junior Year: 5.0 Senior Year: 4.0

Accumulative GPA: 3.1

Vocational Hours Completed: 1600.00

APPENDIX E

Sample Competency Lists

COMPETENCY PROFILE

Tour laboratory
Demonstrate use of emergency equipment and techniques
Organize tool kit
Identify, use, and care for tools
Work with hazardous materials
Analyze and measure values in direct current (DC) circuits to existing tolerances
Analyze and measure values in alternating current (AC) circuits to existing tolerances
Analyze and measure characteristics of diodes and basic power supplies to manufacturer's specifications
Construct and analyze transistor circuits to manufacturer's specifications
Construct and analyze field effect transistor (FET) circuits to manufacturer's specifications
Analyze control and power circuits to manufacturer's specifications
Construct and analyze linear integrated circuits to manufacturer's specifications
Build and use oscillators according to circuit requirements
Construct and analyze digital circuits to meet manufacturer's specifications
Analyze microprocessors to manufacturer's specifications
Analyze schematics to determine circuit function
Trace circuits to locate problem
Use testing equipment to isolate cause of problem
Use tools safely
Repair circuit
Investigate career options
Analyze potential barriers to employment
Apply decision-making techniques in the workplace
Apply problem-solving techniques in the workplace
Evaluate the relationship of self-esteem to work ethic
Analyze the relationship of personal values and goals to work ethic both in and out of the workplace
Demonstrate work ethic
Prepare for employment
Design a resume
Complete and process job application forms
Demonstrate interviewing skills
Secure employment
Analyze the organizational structure of the workplace
Maintain positive relations with others
Analyze opportunities for personal and career growth
Exhibit characteristics needed for advancement
Assess the impact of technology in the workplace
Use a variety of technological applications
Apply lifelong learning to individual situations
Adapt to change
Analyze global enterprise system
Evaluate personal money management

SCAP output

COMPETENCY PROFILE

Analyze the effects of family on work
Analyze the effects of work on family
Cooperate with others in the workplace
Evaluate leadership styles appropriate for the workplace
Demonstrate effective teamwork skills
Utilize effective communication skills
Evaluate the role of small business in the economy

SCAP output, continued

COMPETENCY PROFILE

Tour laboratory
Demonstrate use of emergency equipment and techniques
Organize tool kit
Identify, use, and care for tools
Work with hazardous materials
Analyze and measure values in direct current (DC) circuits to existing tolerances
Analyze and measure values in alternating current (AC) circuits to existing tolerances
Analyze and measure characteristics of diodes and basic power supplies to manufacturer's specifications
Construct and analyze transistor circuits to manufacturer's specifications
Construct and analyze field effect transistor (FET) circuits to manufacturer's specifications
Analyze control and power circuits to manufacturer's specifications
Construct and analyze linear integrated circuits to manufacturer's specifications
Build and use oscillators according to circuit requirements
Construct and analyze digital circuits to meet manufacturer's specifications
Analyze micròprocessors to manufacturer's specifications
Analyze schematics to determine circuit function
Trace circuits to locate problem
Use testing equipment to isolate cause of problem
Use tools safely
Repair circuit
Investigate career options
Analyze potential barriers to employment
Apply decision-making techniques in the workplace
Apply problem-solving techniques in the workplace
Evaluate the relationship of self-esteem to work ethic
Analyze the relationship of personal values and goals to work ethic both in and out of the workplace
Demonstrate work ethic
Prepare for employment
Design a resume
Complete and process job application forms
Demonstrate interviewing skills
Secure employment
Analyze the organizational structure of the workplace
Maintain positive relations with others
Analyze opportunities for personal and career growth
Exhibit characteristics needed for advancement
Assess the impact of technology in the workplace
Use a variety of technological applications
Apply lifelong learning to individual situations
Adapt to change
Analyze global enterprise system
Evaluate personal money management
Analyze the effects of family on work
Analyze the effects of work on family
Cooperate with others in the workplace
Evaluate leadership styles appropriate for the workplace
Demonstrate effective teamwork skills
Utilize effective communication skills
Evaluate the role of small business in the economy

SCAP output that has been formatted in a word-processing program

ISHIMOTO, AKIMI **COMPETENCY PROFILE** **09/14/92**
ELECTRONICS

Demonstrate use of emergency equipment and techniques
Organize tool kit
Identify, use, and care for tools
Work with hazardous materials
Analyze and measure values in direct current (DC) circuits to existing tolerances
Analyze and measure values in alternating current (AC) circuits to existing tolerances
Analyze and measure characteristics of diodes and basic power supplies to manufacturer's specifications
Construct and analyze transistor circuits to manufacturer's specifications
Construct and analyze field effect transistor (FET) circuits to manufacturer's specifications
Analyze control and power circuits to manufacturer's specifications
Construct and analyze linear integrated circuits to manufacturer's specifications
Build and use oscillators according to circuit requirements
Construct and analyze digital circuits to meet manufacturer's specifications
Analyze microprocessors to manufacturer's specifications
Analyze schematics to determine circuit function
Trace circuits to locate problem
Use testing equipment to isolate cause of problem
Use tools safely
Repair circuit
Investigate career options
Analyze potential barriers to employment

Apply decision-making techniques in the workplace
Apply problem-solving techniques in the workplace
Evaluate the relationship of self-esteem to work ethic
Analyze the relationship of personal values and goals to work ethic both in and out of the workplace
Demonstrate work ethic
Prepare for employment
Design a resume
Complete and process job application forms
Demonstrate interviewing skills
Secure employment
Analyze the organizational structure of the workplace
Maintain positive relations with others
Analyze opportunities for personal and career growth
Exhibit characteristics needed for advancement
Assess the impact of technology in the workplace
Use a variety of technological applications
Apply lifelong learning to individual situations
Adapt to change
Analyze global enterprise system
Evaluate personal money management
Analyze the effects of family on work
Analyze the effects of work on family
Cooperate with others in the workplace
Evaluate leadership styles appropriate for the workplace
Demonstrate effective teamwork skills
Utilize effective communication skills
Evaluate the role of small business in the economy

SCAP output that has been formatted in a word-processing program

APPENDIX F

Sample Formatted Components

Pioneer
JOINT VOCATIONAL SCHOOL

"For Every Graduate a Salable Skill"

Programs For Youth & Adults

Richard E. Jones
Superintendent

Donald L. Plotts
Vocational Director

Kenneth E. Berger
Pupil Personnel Director

Dennis M. Rose
Asst. Vocational Director

Paul A. Hickman
Asst. Adult Director

June 1994

To my prospective employer:

This Career Passport has been assembled to show you what I can do for your company.

I realize that a job is a kind of "contract" between employer and employee. I will be asking you to pay me wages for work that I will do for you. You want to be sure that I have all the skills and motivation to fulfill my part of the deal.

For the past three years, I have been preparing myself to tell you exactly what I ***can do***. I have completed 1,600 vocational hours of training in the carpentry program at Pioneer Joint Vocational School. I had a 3.2 grade point average, and I was absent only four days.

I fully understand that what you are most interested in knowing about me is what I can do. So, on the following page you will find a summary of the skills I have mastered during my vocational training. I am prepared to discuss these with you in more detail.

I also have enclosed a sheet that shows my employment history, activities, awards, and other personal information. This will give you a more complete idea of who I am and what I have accomplished.

Thank you for the opportunity to show you what I can do for your company.

Terry C. Clarkson

Terry C. Clarkson
5555 Home Road, Shelby, OH 44444
(555) 555-5555

To the prospective employer of Terry C. Clarkson:

I am the Superintendent of the Pioneer Joint Vocational School District, where Terry Clarkson completed her career training. I can verify that Terry has satisfactorily completed the school's carpentry program and has demonstrated mastery of all of the competencies listed on the following page. If you need or desire more specific information about Terry's credentials, including detailed descriptions of exactly what was covered in her courses, please contact my office and we will be happy to provide such information.

Furthermore, Terry shall be able to perform satisfactorily in the competency areas certified in this Passport. If at any time during the first year on the job Terry fails to perform satisfactorily in any of the guaranteed competency areas, we will retrain her at no cost to you.

Richard E. Jones

Richard E. Jones
Superintendent

27 Ryan Road, Shelby, Ohio 44875 (419) 347-7920 • 347-7744 • 526-1475

BEST COPY AVAILABLE

EQUAL EDUCATION OPPORTUNITIES ARE OFFERED WITHOUT REGARD TO RACE, COLOR, NATIONAL ORIGIN, SEX OR HANDICAP

Personal Data
for
Terry C. Clarkson

5555 Home Road
Shelby, Ohio 44444
Telephone: 555/555-5555 • SSN: 111-22-3333

Education

Carpentry Program
Certificate of Completion
May 27, 1994
Pioneer Joint Vocational School
27 Ryan Road, Shelby, Ohio 44875
Carpentry Program; Instructors: Mr. Bryan Evans, Mr. Keith Karl

Diploma
June 2, 1994
Lincoln High School
222 South Hill Drive, Shelby, Ohio 45444

Employment History

Custodian
April 1994–present
Pioneer Joint Vocational School, Maintenance
27 Ryan Road, Shelby, Ohio 44875
Part-time position; Supervisor: Mr. James Delhurst

Maintenance Assistant
August 1993–April 1994
Hills Department Store
111 North Hill Drive, Shelby, Ohio 45444
Part-time position; Supervisor: Ms. Sara Brown

Activities

President
1993–1994
Vocational Industrial Clubs of America
National Conference Voting Delegate, *June 1994*
Regional Ambassador, *1993–1994*
Member, *1992–1994*

Awards and Special Recognitions

Student of the Month
September 1993
Vocational Industrial Clubs of America

Local Carpentry Contest, First Place
January 1993
Vocational Industrial Clubs of America

Regional Carpentry Contest, First Place
March 1993
Vocational Industrial Clubs of America

State Carpentry Contest, Third Place
April 1993
Vocational Industrial Clubs of America

Academic Award for Outstanding Achievement
April 1992
Science Fair, Jefferson High School

Basketball Varsity Letters
1990, 1991, 1992
Jefferson High School

Personal Data
Terry C. Clarkson

Community Service

Volunteer and Friendship Therapist *March 1991–present*	Heartland of Dayton 1111 Main Street, Dayton, Ohio 45601 Duties: Help write and read letters for patients Hours donated: 200
Volunteer *1992–1994*	Habitats for Humanity Duties: Helped build two homes
Volunteer *1992, 1993*	Dayton Ecumenical Church Group Duties: Helped erect storage building in Adrian, Michigan and helped roof a home in Hazzard, Kentucky at these summer work camps

Continuing Education Goals

Classes in advanced construction techniques
Target beginning date: Fall of 1994

Other Information

Days absent, Junior Year:	*4*
Days absent, Senior Year:	*0*
Cumulative GPA:	*3.2*
Vocational Hours completed:	*1,600*

COMPETENCY PROFILE
FOR
TERRY C. CLARKSON

CARPENTRY

TECHNICAL SKILLS

I CAN:

- Accurately measure and draw layouts
- Perform basic carpentry procedures
- Use construction drawings to layout buildings, driveways and sidewalks
- Prepare layout forms for footers and foundation walls
- Rough frame floors, walls, ceilings and roofs
- Roof buildings
- Finish exteriors of buildings
- Install insulation
- Apply finishes to interior walls, ceilings and floors
- Install doors, windows and stairways
- Install cabinets and interior trims
- Construct energy-efficient structures
- Perform special carpentry applications; install replacement windows and doors, garage doors and power units; fabricate countertops; install decks and porches, shutters and protective enclosures
- Weld and cut metals

SAFETY SKILLS

I CAN:

- Use personal safety equipment according to OSHA standards
- Use safety and fire equipment
- Properly dispose of hazardous materials
- Safely store and handle tools, materials and equipment
- Recognize and correct potential hazards on the job

TEAMWORK AND COMMUNICATION SKILLS

I CAN:

- Practice effective interaction skills
- Communicate with customers in a professional manner
- Cooperate with supervisor and co-workers
- Demonstrate effective teamwork skills
- Adapt to change
- Maintain a productive work schedule
- Maintain records and forms

EMPLOYABILITY AND RELIABILITY SKILLS

I CAN:

- Apply decision-making skills in the workplace
- Apply problem-solving skills in the workplace
- Demonstrate work ethic
- Evaluate the relationship between personal values and goals to work ethic
- Use a variety of technological applications
- Exhibit characteristics needed for advancement

Note to Employer: If you need or desire more detail about my credentials, such as detailed descriptions of exactly what was covered in my courses, please contact Ms. Gladys Evans at (444) 444-4444.

According to American College Testing (ACT) Work Keys Assessments

Applied Mathematics

I Can:

- Perform mathematical operations with a calculator. These include addition, subtraction and multiplication of several positive or negative numbers.
- Add commonly known decimals, fractions or percentages and add up to three fractions that share a common denominator.
- Calculate averages, simple ratios, proportions, and rates using whole numbers or decimals.
- Read simple charts and graphs to obtain information needed for a solution.

Locating Information

I Can:

- Summarize and compare information such as trends in graphs from information based on moderately complex documents.

Applied Technology

I Can:

- Use steps of logic in finding single- or multiple-step solutions to solve problems of a technological nature.
- Recognize, identify, and order relevant aspects of problems, select appropriate materials or methods to solve problems, solve two-step problems, and evaluate alternative solutions to determine the most appropriate one.

GLOSSARY

Academic skills: The knowledge necessary to prepare for and secure a career, facilitate lifelong learning, and assure success in a global economy.

Career Passport: The portfolio that is provided to a completer of an occupational program and includes items such as documentation of work, leadership, and/or community experiences; a list of competencies achieved; attendance records; and an outline of continuing-education needs.

Career Passport coordinator: The individual selected to coordinate the various activities involved in planning, starting up, documenting, and assembling a Career Passport. The coordinator may be the job placement coordinator, the career education coordinator, the guidance counselor, the instructional supervisor, the vocational director, or the principal.

Community experiences: Volunteer and other life experiences attained outside of the school and work environments.

Competency: An observable and measurable behavior that has a definite beginning and ending, can be performed within a limited amount of time, consists of two or more competency builders, and leads to a product, a service, or a decision.

Competency builders: The skills, knowledge, and attitudes (written in measurable terms) needed to perform a given competency.

Continuing education: Postsecondary education, including self-directed learning and workplace training, that further refines, strengthens, and expands an individual's skills and/or knowledge.

Credentialing: The process of recognizing a verified competency list as a basis for hiring or establishing eligibility for employment. State and/or commercial licenses are awarded by certain occupational groups (e.g., National Institute for Automotive Service Excellence [ASE], Ohio State Board of Cosmetology).

Employability skills: Those personal development and leadership abilities essential for increased productivity, economic self-sufficiency, career flexibility, business ownership, and effective management of work and family commitments.

Leadership experiences: Experiences that help an individual develop leadership skills and qualities (e.g., vocational student organization activities and offices held, extracurricular activities at school or in the community).

Occupational skills: Those technical abilities used to perform required workplace tasks, including problem solving and critical thinking.

Ohio Competency Analysis Profiles (OCAPs): Employer-verified competency lists that outline the knowledge, skills, and attitudes needed to enter and remain in a given occupational area or succeed in an applied academics, dropout prevention, or work and family life program.

Pilot sites: Selected schools that participated in the testing of the Career Passport model and procedures, and made recommendations for the implementation of the Career Passport in Ohio's public schools.

Postsecondary education: Education provided beyond the high school level, including part-time and full-time adult education, apprenticeship, and two-year and four-year college programming.

Postsecondary vocational completer: A postsecondary vocational student who has either attained

occupationally specific skills and become employed in the occupational area studied, or completed the occupational program.

School administrator letter: A cover letter included in the Career Passport that introduces and explains the purpose of the Career Passport to potential employers. It should contain a school endorsement and be signed by the appropriate school administrator(s). It may also include a school guarantee.

School endorsement: Verification of the accuracy of the information contained in the competency section of the Career Passport as of the date signed by the appropriate school administrator.

School guarantee: A promise made by a school to potential employers that a student possesses the necessary skills to succeed in an entry-level job; if the employer disagrees, the school agrees to retrain the student at no extra cost.

Secondary vocational completer: A secondary vocational student who has attained occupationally specific skills sufficient for employment in a cluster of specific occupations, and completed a minimum of 450 clock hours of instruction.

Vocational education planning district (VEPD): A school district or group of districts organized to provide mandated vocational education programs and services.

Vocational education program: Instruction in occupational, academic, and employability skills that prepares students for employment, self-employment, and lifelong learning. Programs include a process to learn the skills necessary to lead a self-satisfying and productive life in school, in the work force, and in society.

Vocational student organizations: Organizations that provide intracurricular group activities that support vocational instruction objectives by helping student members develop interpersonal, citizenship, and leadership skills.

Work experience: Employment experiences in which an individual receives wages, verified via employment records.

ACKNOWLEDGMENTS

Appreciation is given to the following educators for their outstanding dedication to the development of Ohio's Career Passport.

Career Passport Pilot Sites

During the 1991–92 school year, the following vocational education planning districts were selected to conduct a pilot Career Passport project. Findings and suggestions from the pilots were incorporated into this handbook.

William Allen
Coordinator
Lima City

Bonnie Barrett
Coordinator
Montgomery County JVSD

Larry Casterline
Coordinator
South-Western City Schools

Virginia Clay
Coordinator
Madison Local

Carin Doseck
Coordinator
Lima City

Jane Hines
Coordinator
Pickaway-Ross JVSD

Don Jones
Coordinator
Four Cities Compact
Wadsworth City Schools

E. Jay Loy
Coordinator
South-Western City Schools

Don Moder
Coordinator
Madison Local

Diane Pels
Coordinator
Four Cities Compact
Wadsworth City Schools

Cross-Functional Team to Develop State Model

During the 1990–91 school year, the following state staff members in the Division of Vocational and Career Education developed the Career Passport state model and guidelines for the pilot sites.

Lee Blanton
Supervisor
Jobs for Ohio Graduates

James Cummins
Supervisor
Career Planning, Transition, and Intervention

Karen Heath
Assistant Director
Career Planning, Transition, and Intervention

Jack Lenz
Supervisor
Articulation/Tech Prep

Career Passport Handbook Writers

The following educators assisted in the development of this resource. In addition, these professionals may be available to provide inservice to school districts regarding the Career Passport.

William Allen
Placement Coordinator
Lima Senior High School
600 South Pierce Street
Lima, OH 45804

Bonnie Barrett
Job Placement Director
Montgomery County JVS
6800 Hoke Road
Clayton, OH 45315

Vera Boyce
Coordinator,
Internship/Placement
Cleveland City Schools
Room 410
1440 Lakeside Avenue
Cleveland, OH 44113

Gene Chalfin
Placement Specialist
Great Oaks JVS
3254 East Kemper Road
Cincinnati, OH 45241-1581

Virginia Cook
Placement
Scioto County JVS
P.O. Box 766
Lucasville, OH 45648

John Cullen
Job Placement Coordinator
Wayne County JVS
518 West Prospect Street
Smithville, OH 44677

James Cummins
Supervisor
Division of Vocational and
Career Education
912 Ohio Departments Bldg.
65 South Front Street
Columbus, OH 43266-0308

Jim Hamman
Supervisor, Student Services
Vantage JVS
818 North Franklin Street
Van Wert, OH 45891

Brian Haskell
Job Placement Director
Medina County JVS
1101 West Liberty
Medina, OH 44256

Karen Heath
Assistant Director
Division of Vocational and
Career Education
912 Ohio Departments Bldg.
65 South Front Street
Columbus, OH 43266-0308

Gary Martin
Job Placement Director
Tri County JVS
15676 State Route 691
Nelsonville, OH 45764

Sandra Muir
Supervisor
Division of Vocational and
Career Education
912 Ohio Departments Bldg.
65 South Front Street
Columbus, OH 43266-0308

Diane Pels
Placement Specialist
Wadsworth High School
625 Broad Street
Wadsworth, OH 44281

Linda Starkey
Placement Supervisor
Polaris JVS
7285 Old Oak Boulevard
Middleburg Hts., OH 44130

Randy Winland
Placement Counselor
Tri Rivers Career Center
2222 Marion-Mt. Gilead Road
Marion, OH 43302

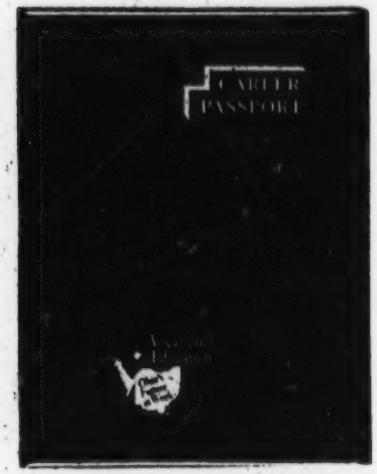
Saundra Ziemer
Coordinator, Student Placement
Mid East Ohio JVS
1965 Chandlersville Road
Zanesville, OH 43701

Career Passport Leader's Guide

The developers of this handbook wish to acknowledge their use of the *Career Passport Leader's Guide* as a valuable source of information for this handbook:

Charner, Ivan, and Robert Bhaerman. *Career Passport Leader's Guide*. Columbus, OH: National Center for Research in Vocational Education, The Ohio State University, 1986.

ORDERING INFORMATION



Career Passport

This high-quality 9 1/2" x 12 1/2" portfolio is made of durable rich-textured burgundy vinyl. A clear sleeve on the inside front cover, a half-sleeve on the inside back cover, and a clear vinyl insert with four pockets provides display room for the various Passport components.

CAPA ..... **(vinyl portfolio with four-pocket insert)** **$6.00**
CAPA-IN1 ..... **(one-pocket insert)** **$1.00**
CAPA-IN4 ..... **(four-pocket insert)** **$3.50**

Competency Profile Software

This computerized database will enable instructors to document competency attainment and then print student competency reports to include in the Career Passport or for other accountability purposes. It also includes the course of study format paired with a specified OCAP to enable instructors to compose a vocational program course of study with ease. This timesaving instructional tool provides a simple method for adding and deleting units, subunits, competencies, competency builders, and performance objectives to reflect local labor market demands.

Hardware requirements: IBM or 100% compatible, (8086/286/386/486) 512K RAM, DOS 2.0 or higher, hard drive. Disks are 3 1/2" DD (720K). Each disk package includes a printed OCAP.

See VIML Catalog for complete listing ..... **$40.00 each**

TO ORDER — use order code and full title. Orders should be made by agency/school purchase order, letterhead, or prepayment. Personal orders must be prepaid. Send orders and make remittance payable in U.S. dollars to

Center on Education and Training for Employment, Vocational Instructional Materials Laboratory
1900 Kenny Road, Columbus, OH 43210-1090 Call (614) 292-4277 FAX: (614) 292-1260

MASTERCARD and VISA are accepted. **Ohio orders** must include 5.75% sales tax or tax exempt number. Prices subject to change.

Shipping, Handling, and Insurance — A single charge (applying to all items listed in this catalog) will be added as a percentage of the total order as follows to cover shipping, handling, and insurance:
10% of the total order with a $3.00 minimum charge inside Ohio
$3.50 minimum charge outside Ohio

Quantity Discounts—orders of at least 10 items, as listed by order code and title, with a total dollar value of:
$100 to $200, the discount is 10%
$201 to $300, the discount is 15%
$301 to $400, the discount is 20%
$401 & above, the discount is 25%

Distributed by

Vocational Instructional Materials Laboratory
The Ohio State University
1900 Kenny Road
Columbus, Ohio 43210-1090

BEST COPY AVAILABLE